



## **Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND).**

### **SEND Information report- 2024-2025**

This report has been co-produced by the school community following consultation with staff, parents and governors.

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## **Key Staff and their roles within SEN**

### **Rebecca Williams- Headteacher and Designated Safeguarding Lead (DSL)**

Responsible for the day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

### **Sophie Anderson-Whiley SENCO**

[sophieandersonwhiley@wickhamcommon.mslt.org.uk](mailto:sophieandersonwhiley@wickhamcommon.mslt.org.uk)

Responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring that parents are:
  - Involved in supporting their child's learning and access
  - Kept informed about the range and level of support offered to their child
  - Included in reviewing how their child is doing
  - Consulted about planning successful movement (transition) to a new class or school
- Liaising with a range of agencies outside school who can offer advice and support to help pupils overcome any difficulties or barriers
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

### **Karen Williams- SEN Governor**

Responsible for:

- Making sure the school has an up to date SEND policy.
- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

### **Victoria Meher- Strategic Lead of Mosaic Trust**

Responsible for:

- Supporting all SEN practitioners and Headteachers to develop and maintain services to an equitable level and what works for each school and the needs of the children within each school.
- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

## **Class Teachers**

Your child's class teacher should always be your first point of contact if you wish to discuss any issues regarding your child's learning, as shared in our Communication Pathways document.

They are responsible for:

- Having the highest possible expectations for your child and all pupils in their class.
- Planning for, delivering and evaluating high quality teaching which is adapted to respond to the strengths and needs of all pupils.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve providing different resources adapted to your child to scaffold learning.
- Putting in place specific strategies to enable your child to access all areas of school life.
- Checking on the progress of your child and identifying and planning for any additional support.
- Contributing to devising school and individual provision maps to focus on the next steps required for your child to improve learning.
- Applying the school's SEND policy.

## **Overview**

Wickham Common Primary School is an inclusive school, fully committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress in our school. The range of needs directed in the SEN Code of Practice are:

- Communication and Interaction
- Cognition and Learning Difficulties
- Social, emotional and mental health
- Sensory and/or physical needs

Any support given to children should be viewed as part of all children's entitlement to the highest quality school provision, and not be seen in isolation or as something additional. The range of support offered will always be designed to promote pupils working towards becoming independent and resilient learners.

## **Identifying pupils with Special Educational Needs**

All children's progress is tracked every term and carefully monitored by the class teachers, subject leaders and the Assessment Lead in conjunction with the Headteacher. This progress is discussed with parents at least termly in scheduled parents' meetings. The school also sends out the results of Pixl test results after each assessment week to ensure we are communicating clearly the areas that children will need support in, and to celebrate those areas children are secure in. All class teachers' planning is regularly reviewed by the Senior Leadership Team (SLT), the Headteacher and the SENCO to ensure that all children are making at least expected progress.

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Regular parents' meetings are held for all parents. The SENCO is also available to meet with parents at this time and 1:1 meetings are held for parents of children who have an EHCP, this is in addition to parents evening.

Pupils who are not making the expected progress, or who have behavioural needs which are affecting their ability to engage in learning activities, are identified as part of ongoing monitoring by class teachers, the SENCO, subject leaders and the SLT. This may include progress in areas other than attainment, for example, social and emotional.

After discussions with key staff and parents, additional support will be put into place over and above the Quality First Teaching which is expected in all classes. This may include enhanced resources or equipment, targeted small group support, or individual support to help overcome any difficulties or barriers. The views of the pupil about their support will be given consideration at this stage where appropriate to their age. Short term targets will be agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Children are monitored and may be placed on the Additional Educational Needs Register (AEN) for monitoring prior to being placed on the School Special Educational Needs/Disability Register (SEND).

Any additional support is documented in a whole school provision map and intervention group evaluation documents. Where appropriate for children with high needs, an individual provision map or pastoral support programme will be drawn up. Actions agreed take into account each pupil's strengths as well as their difficulties. This documentation will be shared with parents during scheduled review meetings and their opinions sought and valued.

### **Consulting and Involving parents and pupils**

Parents will be consulted and their opinions sought and valued. They will be involved at all stages in the identification, assessment and review process of their child's possible SEND. Teachers, Assistant Head Teachers and/or the Inclusion Lead (SENDCo) will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be recorded and disseminated to staff working with the child, either via a secure online portal or in person. We will formally notify parents when it is mutually agreed that a pupil will receive SEND support.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the Assistant Head Teacher and SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, e.g. audits and checklists, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents and carers;
- The pupil's own views;
- Advice from external support services, where relevant.

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Outside agencies**

Parents will be consulted before advice is sought from outside agencies. They may access any written information or reports held on their child. Where external agencies are involved, their advice and recommendations are included in any planned provision.

### **Further support and EHCPs**

If your child is continuing to have significant difficulties requiring a high level of support, additional funding may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Children with the highest needs may require an Education, Health and Care Plan (EHCP). Further details about this process will be explained in the LA Local Offer. Where appropriate, access arrangement for national tests in Year 6 will be put in place in line with DfE guidelines.

### **Our approach to teaching pupils with SEND/ Curriculum and Teaching Methods (including groupings and interventions)**

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class and the whole staff body access ongoing professional development courses and training to keep abreast of recent changes and approaches in theory-based delivery. Daily planning takes into account individual pupil's needs and requirements. Scaffolded learning is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

### **What sort of support for SEND pupils does Wickham Common Primary School offer?**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality first teaching strategies are our first step in responding to pupils who have SEND. These will be adapted for individual pupils.

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## **Enabling access to learning and the curriculum**

We aim to cater for the needs of pupils requiring additional support due to:

- specific learning difficulties (SPLD)
- moderate learning difficulties (MLD)
- Developmental Language Disorder (DLD)
- Oppositional Defiance Disorder (ODD)
- speech, language and communication needs (SLCN)
- Autism Spectrum Disorder (ASD)
- social, emotional and mental health difficulties (SEMH)
- vision impairment (VI)
- hearing impairment (HI)
- physical disabilities (PD)

We would expect to work closely in consultation with parents and professionals when the child starts at Wickham Common and at all stages of the child's time with us to ensure that our school is able to meet the child's needs.

## **Interventions and strategies/programmes**

Interventions and strategies/programmes to support speech and language where appropriate:

- Support strategies put in place, both as part of everyday class-based teaching, and as additional group or individual support if appropriate.
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Specific scaffolding of teaching input or modification of resources.
- Support with introduction of new vocabulary e.g. for a new curriculum topic.

Interventions and strategies/programmes to support and develop literacy, including reading:

- Phonics groups throughout the lower school and upper school for children who still need to access it.
- Extra reading intervention for children who require additional support
- Touch typing intervention group where appropriate. Lap tops available for children as required.
- Lexia intervention programme to ensure rapid reading recovery

Interventions and strategies/programmes to support/develop numeracy:

- Focus on children mastering mathematical concepts pictorially and/or using mathematical manipulatives before moving on to abstract calculations.
- Use of a wide range of mathematical apparatus.
- My Maths programme to target individual interventions

Interventions and strategies/programmes to develop independent learning:

- Alternative recording methods to include SeeSaw as a platform.
- Visual timetables in every class.
- Resources clearly labelled and accessible in all classes.

- Individual targets where appropriate to the age and ability of the child.
- Focus on meta-cognition; children understanding themselves how they learn best.
- Allow time within the week to allow retrieval of learnt skills and knowledge.

### **Pastoral Support**

Interventions and strategies/programmes for the development of pupils' social skills and enhance self-esteem:

- Small group programmes to develop social skills in some year groups.
- Whole school values continually reinforced through assemblies, notices in class and positive praise for keeping them.
- Whole school focus on positive mental health using a variety of resources including Pixl Bromley Y workshops and SCARF (<https://www.coramlifeeducation.org.uk/scarf/>)

Interventions and strategies/programmes to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Transition support, visits and events.
- Reduced or modified time-table if appropriate.
- Regular contact & liaison with parents. As well as scheduled parents' evenings, parents can make an appointment to meet with their child's teacher at any mutually convenient time.
- Use of Seesaw to contact if appropriate.
- Mindfulness sessions within the weekly timetable
- The daily mile to be carried out for all children

Interventions and strategies/programmes to support and promote positive behaviour

- School Behaviour Policy consistently applied
- Behaviour steps and outcomes consistently applied
- Mid-day supervisors trained to deliver positive playtimes.
- Extra play resources for playtimes to ensure that all children are occupied.
- Restorative justice approach used throughout the school to resolve disputes between pupils.
- Agents for Change in Years 5 and 6 trained and utilised to ensure younger children come together to find solutions to issues that occur

Support/supervision at unstructured times of the day, including personal care:

- Lunchtimes are part of all children's entitlement to the best quality provision. Lunchtime staff attend regular training so that they can promote the positive ethos of the school. They ensure that whole school behaviour steps are kept and sanctions for behaviour are consistent with those that are applied during more structured class time.
- Lunchtime staff meet regularly with the Head and Inclusion leader to ensure that they are aware of any additional needs that children with SEND may have.

- Where necessary and appropriate, staff are trained to meet the individual needs of all children, including those that need personal care.
- Timings of the day can be flexible to ensure that personal care is delivered when and where necessary.

### **What personal and medical care is available within the school?**

- Identified staff trained in paediatric first aid are available for pupils throughout the day.
- Care plans for pupils with significant medical needs.
- System for administration of medication.
- Support staff to assist pupils with personal care, as specified by clinical plans and following all relevant training.
- Modified toilet facilities for individual needs.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- An adaptive teaching approach to ensure all pupils reach their full potential in all areas for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources (physical) and staffing (human) and work spaces
- Using recommended aids, such as iPad, laptops, coloured overlays, visual timetables, larger font, workstations, sensory materials etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Expertise and training of staff**

How skilled are staff in meeting the needs of my child?

As well as ongoing in-house training, we encourage all staff to access training using the Bromley SEN training offer, the National College and other training providers. The whole school also has access to The Key which provides a superb overview of various planning and delivery techniques. The whole staff have started to use various Artificial Intelligence (AI) programs to allow delivery of lessons at various levels. This is to allow all children to be taught with pace and challenge whilst also ensuring they are able to access all learning.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

In the coming academic year training will be offered in the following areas:

- SLCN (speech and language, social interaction)
- Support for ASD and ADHD strategies
- Phonics



- Executive Functioning skills
- Level 1 and 2 attachment training
- Successful Transitions

Specialist staff training is available for specific needs if required:

- Emotional Support (Bromley Y)
- Speech and Language (Love to Communicate)
- Hearing and Vision Advisory Teachers (Griffins Sensory School)
- ISAT for children on SEND Support
- SENDAT Teachers for children with an EHC Plan
- Bromley Nursing Team & Medical Professionals for specific medical needs

This list is not exhaustive.

### **Securing equipment and facilities**

Numicon, iPads, Laptops. computer software, use of scribe, visual and kinaesthetic working aids e.g. visual timetable, now and next boards, timers, high frequency flashcards, memory games, speech and language activities, fiddle toys, sensory equipment, colour overlays and speech to text tools. This list if not exhaustive.

Physical support for children with disabilities include visual aids, the hygiene suite, accessible toilets, access to outdoor support to stay safe in activities outside of the classroom.

### **Additional support for learning**

Teaching Assistants support learning in allocated classes.

Learning Support Assistants will support pupils on a small group basis (to develop language and communication skills) when there is a higher need of support, recognised by senior staff or professionals from Outside Agencies.

Teaching Assistants (TAs) and Learning Support Assistants (LSAs) will support pupils in small groups within the classroom and/or small group interventions with a long-term goal of developing independent learning skills.

Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. As much as possible a team of support staff will be used to ensure cover for absences and avoidance of over-reliance occurs.

### **Increasing accessibility – getting about**

- Access to strategies/programmes to support occupational /physiotherapy needs
- Advice of professionals disseminated and followed
- Use of any recommended equipment

- Handwriting groups as appropriate
- Access to modified equipment and IT
- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning
- Soundfield systems installed in one classroom for each year group
- Laptops/Ipads as appropriate to the age and needs of the child

### **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after each cycle
- Pupil voice
- Monitoring and audits by the Inclusion Lead
- Using class and individual provision maps to measure progress
- Holding annual and interim reviews for pupils with EHC Plans (and FIPs when necessary)
- TAF/TAC meetings, where appropriate
- Working closely with parents/carers

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

Extra-curricular activities and school visits are available to all our pupils, including holiday, breakfast and after-school clubs, on a needs basis. All pupils are encouraged to attend the Y6 residential trip in the summer term. All pupils are encouraged to take part in sports day/school plays/Entry Point days etc.

### **Working with outside Agencies**

What outside support does the school use to support my child?

The school works with external agencies as available and appropriate to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational psychology service
- Social Eyes
- SENDAT team
- SEMH outreach service
- Social communication advisory teacher
- Speech and language therapist, both NHS and our own provider 'Love to Communicate'
- Occupational therapy
- Community paediatrician
- School nurse

- Bromley Y
- Counsellor/Play therapist
- Bromley MENCAP
- Bromley Children's Project
- EHC Hub & Assessment Team
- ISAT (Inclusion Support Advisory Team) - Mental Health Leads, SCLN (Speech, Communication, Language Needs), Behaviour Outreach Team, Dyslexia and Sp LD Team and Autism Champions

This list is not exhaustive.

### **Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports**

- SENCO and/or other involved staff member will attend meetings with outside agencies whenever possible.
- SENCO will pass on any reports from outside agencies to class teachers and discuss with them implications for teaching.
- Reports requested from the school by any outside agency will be completed by the member of staff who knows the child best, which is usually the class teacher. However, the SENCO will be available to discuss the report, review it before it is sent and ensure that copies have been taken for the child's file.
- Wherever possible, the SENCO will be available to attend parents' meetings.

The SENCO is available to speak to parents at other mutually convenient times.

### **Transition**

How will the school help my child move to a new class / year group or to a different school?

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition in the following ways:

#### **When starting at our school:**

We have several 'stay and play' sessions in the Summer term before the children start in September. These are informal play sessions where you and your child can get to know their classroom and new teacher and support staff. There is also a meeting with your child's reception class teacher just before they start. This meeting is another opportunity for your child to meet their new teacher and for you to tell us anything more that will help your child settle into school quickly and easily.

#### **When moving to another school**

We will contact the school SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

### **When moving classes in school:**

#### **In year 6-7 transition**

The SENCO and/or class teacher will attend the Primary / Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed transition plan.

#### **Year group transfer**

At the end of each academic year, the children meet with their new class teacher across a whole school transition meeting. During this time, the children are able to work with their new team and see their new learning environment.

Class teachers carry out an intensive hand over to allow all information about the child to be passed onward. This includes all areas for the whole child, both academic and pastoral. The SENCO is part of these handovers where necessary to revise paperwork and ensure all parties are well versed in the needs of each child.

### **Local agencies which offer support and advice to parents include:**

The ISAT (Inclusion Support Advisory Team) for children who may need support beyond the Universal and Targeted levels

<https://www.bromley.gov.uk/special-educational-needs/special-educational-needs-sen-advisoryservice>

Bromley Independent Advisory Support Service (IASS)

<https://bromleyiass.org.uk/>

Bromley Parent Voice

<https://www.bromleyparentvoice.org.uk/>

Bromley MENCAP

<https://www.bromleymencap.org.uk/>

CASPA

<https://www.caspabromley.org.uk/>

Bromley branch of the Dyslexia Association

<http://dyslexiawise.co.uk/>

Bromley Healthcare's Audiology Service for children identified with hearing problems

<https://www.bromleyhealthcare.org.uk/explore-our-services/hearing-assessment/>

Bromley Children's Project for advice and support outside school  
<https://www.bromley.gov.uk/bromleychildrenproject>

### **Bromley Local Offer**

Bromley Local offer to help children and young people with special educational needs and/or disabilities and their families to find the information and support they are looking for from across Bromley in one place.

<https://www.bromley.gov.uk/LocalOffer>

### **Complaints regarding SEND provision**

We aim to work closely with parents all through their child's time with us. Communication with class teachers can be requested by emailing the office. In addition, Mrs. Anderson-Whiley, SENCO, is also available to speak to parents and we would always aim to resolve any disagreements at an early stage.

However, if parents are still unhappy, they can contact Miss Williams as Headteacher.

Should you wish to make a complaint about the support provided to your child by the school, please refer to Wickham Common Primary School's Complaints Policy on our website:

<https://www.mosaicschoolslearningtrust.org/attachments/download.asp?file=24&type=pdf>

### **Monitoring arrangements**

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Board.